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THE NEW YORK

# LATIN LEAFLET

Entered at the Post Office in Brooklyn as second-class matter, October 29, 1900  
Under the Act of March 3, 1879

25 Issues

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VOL IV

BROOKLYN, NEW YORK, JANUARY 18, 1904

No 86

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## THE TENTH MEETING OF THE LATIN CLUB

The Tenth Meeting of the Latin Club was held Saturday, Nov 21st, at the Hotel Albert. The meeting was very well attended, there being present over 70 persons, who listened to the address of Professor West, of Princeton, with profound attention. The subject as announced was: How to teach the Subordinate Clause. Professor West spoke in substance as follows:

As the path of the beginner in Latin is in itself difficult from the very nature of the study, it should be our endeavor to remove all the needless stumbling-blocks. In teaching grammar we should therefore leave out all that is not properly grammar and all that is false grammar. As an example of the former the so-called Ablative of Route may be instanced. It is not grammar at all. The Ablative of Route as a grammatical construction simply does not exist, for the reason that this so-called Ablative occurs only in words which themselves mean Route, such as *via*, *ora*, and so on. Here the idea of Route is not expressed by the Ablative, but by the words themselves, no matter in what case they are found. This non-existent Ablative of Route is therefore nothing but a disguised Ablative of Manner or Means. As an example of the latter the Concessive Subjunctive in Leading Clauses may be instanced. It is false grammar. No example of the Concessive Subjunctive in a Leading Clause, taken by itself, can be adduced which can not be better explained as a simple Jussive Subjunctive. The idea of concession is not found here at all, but arises because every so-called Concessive in a leading sentence is balanced by an adversative or opposing sentence. Take the typical example—*Ne sit summum malum dolor: malum certe est*. Here, and in all such cases, we have two coördinate sentences huddled together. The force of the first sentence, taken by itself, is centered in a purely Jussive Subjunctive. The strength of this sentence, Jussive Subjunctive and all, is of course weakened by the second or opposing sentence *malum certe est*. Naturally we are here on the very borders of parataxis, so much so that some think the first sentence properly belongs over the border in the region of hypotaxis, or among subordinate clauses. But the negative *ne* keeps the first sentence in the rank of principal clauses, so far as its form is concerned. The way is now clear for removing another unnecessary grammatical obstacle.

Assuming, as we do, that no Concessive leading sentence exists and that therefore the only true Concessive sentence is the Concessive Subordinate Clause, we are prepared to do away with the confusion which so often exists in the use of the terms Concessive and Adversative. The two are often spoken of as though they were the same, but the point to observe is this: What is *conceded* in the Subordinate Clause is always *opposed* in the Principal Clause. The Concessive Clause is always Subordinate and the opposing or Adversative Clause is Principal.

All dependent clauses take either the Indicative or Subjunctive. The first thing to impress on the pupil is the unity of the treatment of dependent clauses, by telling him that all dependent clauses take the Subjunctive, excepting only the clauses of Fact, which of course are always Indicative. The Subjunctive is the natural mood for sub-joined clauses and the Indicative should be treated as the one variation from this universal rule, thus avoiding the introduction of numerous exceptions. In this way Subordinate clauses may be handled as generally Subjunctive, occasionally Indicative, under one general treatment.

Now given this unity of the subordinate or dependent clause as a single theme for teaching, the next step is to ascertain what every subordinate clause involves. This is an all-important matter. If we begin to classify subordinate clauses by their function or Meaning first, we shall merely torment the beginner,—for this means beginning backwards. The meaning of any clause or sentence is the ultimate thing, not the first thing to ascertain, because we naturally and most easily arrive at the Meaning through the Use and the Form of any expression. Through these we pass easily and inevitably to an understanding of the sense. Consequently to begin our classification of Subordinate Clauses by talking of their meaning and describing to the student clauses of Purpose, Result, Time, and so on, is to take the last thing first.

How, then, shall we begin? By recognizing that every Subordinate Clause, taken as a whole, has first of all its Use, second, its Form, and lastly, its Meaning.

I USE. Notice that every dependent clause is used and handled just as though it were a single word. It is a unit, it is a single piece or part of the total sentence, and by the word Use is meant the construction or placing of the clause as part of the sentence. Thus in *impero tibi ut abeas*, the dependent *ut abeas* is plainly *used* as a noun (= Substantive Clause), the Direct Object of *impero*. Now of these Uses there are just three:

I As a Noun: Substantive Clause, as in the example given above.

- 2 As an Adjective: Attributive Clause. Take as an example *pons qui erat ad Genavam*. Here the Subordinate Clause *qui erat ad Genavam* is merely an adjective describing *pons*.
- 3 As an Adverb: Adverbial Clause,—a much-overlooked use in teaching. Take as an example *cum sis mortalis, mortalia cures*. Here the subordinate clause *cum sis mortalis* is merely an adverb of Cause modifying the principal verb *cures*.

How simple the whole matter is! Let the boy learn that there are only three Uses and that these three Uses cover every dependent clause in the Latin language. How much easier his path is made as soon as he learns that every dependent clause is sure to behave either as a Noun, an Adjective or an Adverb, and that this is all he need trouble himself about so far as the grammatical construction of any subordinate clause is concerned.

II FORM. By this is meant the manner of linking the subordinate to the principal clause. This is done by means of an introducing word, which acts as a sort of usher and always gives a cue or hint, or, perhaps we might almost say, announces the name of the subordinate clause which is being introduced,—as an *ut*-clause, a *cum*-clause, a *qui*-clause and so on. Just as the Roman boy suspected what sort of a clause was coming by hearing the first or introducing word as it was spoken, so the American boy should be trained to recognize the entrance of this, that, or the other clause by hearing or seeing the first word of it. No matter how much he may be trained otherwise and perversely trained, to this order of recognition he must finally come,—even if he has to beat out the way for himself,—if he is ever to understand his Latin in the order in which it naturally occurs. Now, happily, just as there are only three great Uses, so there are only three great Forms of subordinate clauses. This simplifies memorizing very much. The three Forms correspond to the three kinds of introducing words. Thus we have subordinate clauses introduced by

- 1 A Conjunction: Conjunctional Clause. Take for example *rogo ut venias*. In Form *ut venias* is a Conjunctional clause introduced by *ut*.
- 2 A Relative: Relative Clause. Take for example *bis dat, qui cito dat*. Here *qui cito dat* is a Relative clause introduced by *qui*.
- 3 An Interrogative: Interrogative Clause. Take for example *quaro quis dederit*. Here *quis dederit* is an Interrogative Clause introduced by *quis*.

Three Uses and three Forms,—this is all. The boy who has learned this much accurately, will largely do the rest himself and find the Meaning. For the Meaning is always struggling up through the Use and Form, and is likely to come to light of itself. What, then, is the use of making a third separate division for the treatment of Meaning, inasmuch as all the Meanings naturally arrange themselves under the Forms in which they occur? Consequently, the best way to treat the Meanings is to arrange them under the Forms. Now there are seven Meanings altogether, which we call by the names of Purpose, Result, Time, Cause, Condition, Comparison, Concession. Let us proceed to distribute them under the Forms. It is very easy. The

seven Meanings mentioned above all occur under the Conjunctional Clauses. Thus there are Conjunctional Clauses of Purpose, Result, Time, and so on,—seven in all. Now as the Relative Clauses may be viewed as alternatives or substitutes for Conjunctional Clauses, how easy it is to duplicate these seven Meanings,—Purpose, Result, Time, and so on—under the Relative Clause. Once the seven Meanings of the Conjunctional Clauses have been explained, the seven Meanings of the Relative Clauses are explained in advance. How the confusion clears away when it is once seen that the seven Meanings of Relative Clauses fold over on the corresponding seven Meanings of the Conjunctional Clauses. Only one word of caution or exception is needed in this matter. There is a Conjunctional Clause of Result, but the Relative Clause of Result turns into a clause of Characteristic. This variation, however, is not hard to explain to a boy, inasmuch as Characteristic is merely a special kind of Result,—the Natural Result or Character of an action. Apart from this one exception, the parallel between Conjunctional and Relative Clauses in their seven Meanings is complete.

How about the Interrogative Clauses? They also fall into line. Just as the Relative Clause may be considered as a duplication of the Conjunctional Clause, so the Interrogative Clause constitutes an instance arising out of the Relative Clause. On the broad universal basis of the Conjunctional Clause we superpose the seven-fold Relative Clause, and on top of the Relative Clause is placed the Interrogative as a special case of the Relative.

This seems to me the whole doctrine of the Subordinate Clause for the purpose of introductory teaching: Three Uses and three Forms, and the various Meanings arising out of the Forms. Why not put the teaching in this order? By doing so, not only do we clear the whole question of the dependent clause, but by treating the Interrogative form of the dependent clause last,—that is to say, the Indirect Question,—we may proceed straight from the Indirect Question to the centre of that terrible subject, not otherwise logically connected with the preceding teaching,—Indirect Discourse. What an immense boon to the boy who is beginning Latin it will be to discover that the much-dreaded Indirect Discourse springs easily and clearly, and in fact immediately, from his previous acquaintance with the Indirect Question.

Before closing let me notice in passing a possible objection. How are we to explain Subordinate Clauses which have no introducing word? Thus, *rogo hoc; dicet*, "(if) I ask this, he will say". The answer is easy. Teach every such instance as an example of transition to the Conjunctional Clause. This should be taught at the very beginning, before the Conjunctional Clause is handled. Furthermore, this mode of explaining has the excellent advantage of being historically true.

I have dwelt on the teaching of the Subordinate Clause in these remarks not only because I am convinced that the simplification proposed in the method of teaching this part of Latin grammar will be very useful to beginners, but also because of the deep conviction that the pupil who has been taught Latin grammar well may be depended upon to know all the rest of his Latin best, and will develop power for mastering the grammars and literatures of modern tongues. For in studying Latin grammar, one

is not so much studying a grammar in particular, but in a high degree grammar in general,—the mechanics of expression which, so far as truly understood, go a long way toward making him understand the mechanics of thinking. Grammar for form, vocabulary and reading for content and prose composition for organizing the content of vocabulary under the forms of grammar,—this is to my mind the true analysis of the first or disciplinary stage in learning Latin. Once this disciplinary stage is completed, the pupil may safely and even swiftly rise to the second or higher stage of cultivation, where the period of discipline is over and the period of pure enjoyment begins in the progressive reading of the masterpieces of ancient thought.

## THE NEW YORK LATIN LEAFLET

EASTERN DISTRICT HIGH SCHOOL, BROOKLYN

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Published weekly during the school year by an Editorial Committee of classical teachers from the high schools in New York City.

The entire expense of publication is met by the advertisements, so that every penny of every subscription goes into the Scholarship Fund. The subscription price is 25 cents a year. The advertising rates are twenty-five (\$25) dollars an inch a year.

All communications concerning *The Leaflet* should be addressed to *The Latin Leaflet*, Eastern District High School, Driggs Ave and So 3d St, Brooklyn. Subscriptions to *The Leaflet* should be sent to the same address. Communications requiring answers should contain return postage.

The treasurer is E W Harter, Erasmus Hall High School, Brooklyn, to whom checks made payable to *The Scholarship Fund* should be sent.

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